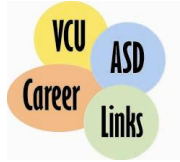
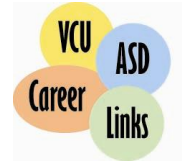


Supporting Positive Behavior in Youth and Young Adults with Autism Spectrum at Work and in the Community



Carol Schall, Ph.D., VCU RRTC

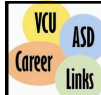


Schall, C. M. (2010). Positive behavior support: Supporting adults with autism spectrum disorders in the workplace. Journal of Vocational Rehabilitation, 32.



Career Links

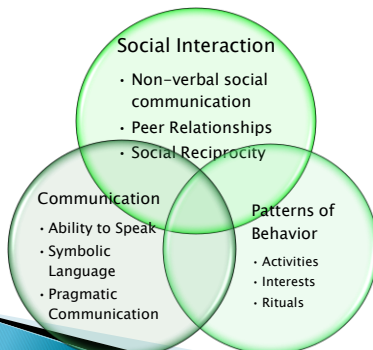
- ▶ National Institute on Disability and Rehabilitation Research (NIDRR)
- ▶ VCU – Rehabilitation Research & Training Center
- ▶ Research related to Vocational Rehabilitation Models for Individuals with ASD
- ▶ Partners:
 - Virginia Department of Rehabilitative Services (DRS)
 - Henrico County Public Schools
 - The Faison School for Autism
 - Bon Secours Richmond Health System
 - Cincinnati Children's Hospital



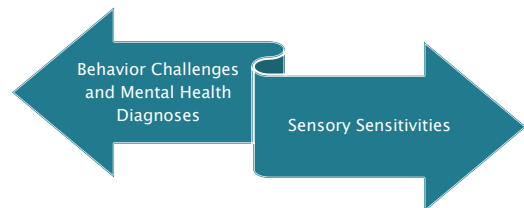
ASD Career Links

- ▶ Purpose of the study:
 - Conduct evidence-based research on vocational rehabilitation service models for individuals with Autism Spectrum Disorders
 - Examine the impact of intensive community-based work experiences on the employment outcomes of young adults with ASD
 - Project Search
 - Randomized Controlled Trial

Behavioral Symptoms



Secondary Characteristics



VCU

ASD

Career

Links

Challenges of PBS at Work

- ▶ Visible and public context
- ▶ Supports are co-workers and supervisor
- ▶ Pressure to perform
- ▶ Fewer trained staff
- ▶ Lack of access to PBS services
- ▶ Contextual fit

VCU

ASD

Career

Links

The PBS Process

- ▶ FBA
 - Person Centered Planning
 - Indirect Assessment
 - Identify and Define the Behavior
 - Interview Team
 - Review History

VCU

ASD

Career

Links

The PBS Process

- Direct Assessment
 - Observe in Environment where Behavior Occur and Do not Occur
- Hypothesis Development
 - When (Antecedent)
 - Intern will (behavior)
 - In Order to (function)

VCU

ASD

Career

Links

The Competing Behavior Model

```

graph LR
    Antecedent --> ProblemBehavior[Problem Behavior]
    Antecedent --> ReplacementBehavior[Replacement Behavior]
    Antecedent --> DesiredBehavior[Desired Behavior]
    ProblemBehavior --- Function1[Function of Behavior Achieved]
    ReplacementBehavior --- Function2[Function of Behavior Achieved]
    DesiredBehavior --- Function3[Enhanced and Natural Reinforcement]

```

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Career

Links

Behavior Intervention

Prevent Behavior

- Alter the antecedents to prevent the problem behavior from occurring

Teach

- Teach replacement behaviors that serve the same function as the problem behavior

Respond

- Respond differently to the problem behavior by removing the reinforcer and reinforce the replacement behavior

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Career

Links

Terry

- ▶ Autism and Anxiety
 - Behaviors associated with anxiety
 - Frequent questions and checking on information
 - "Helping" patients instead of doing his job
 - Crying
 - Complaining of heart palpitations



Terry's FBA

- ▶ Identify and Define Behavior Challenges
 - Complaining of illnesses and heart problems
 - Crying
- ▶ Interview previous school team
 - "He's fine, no problems. He just worries a lot."



Terry's FBA

- ▶ Observe behavior using ABC recording
 - When he make and error and requires correction
 - When he encounters a problem



Terry's FBA

- ▶ Develop Hypothesis
 - When Terry is corrected he will cry uncontrollably in order to avoid correction and elicit help.
 - When Terry encounters a problem in finding his work items and materials, he will wander around, go to the cafeteria to eat and help patients in order to fill his time.



Terry's PBS Plan

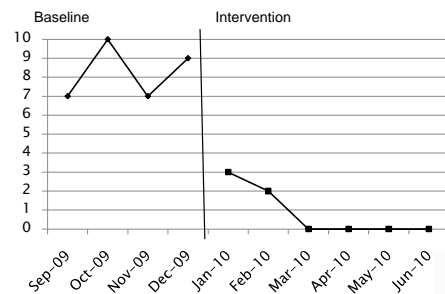
- ▶ Prevent
 - Work on match between job and Terry's desire for consistency
 - Design visual supports to assist Terry in completing tasks and understanding schedule for the day



Terry's PBS Plan

- ▶ Teach
 - Teach accepting correction and solving problems using picture sequence
 - Self Monitoring Checklist
 - I got a nurse when someone asked for help
 - I was on time
 - I used a private bathroom
- ▶ Respond
 - Train co-workers and supervisor about Terry's disability

Terry's Data



Terry: Environmental Services

- ▶ Stock environmental services closets with necessary supplies
- ▶ Use floor buffer
- ▶ Break down boxes from each floor and takes to compactor

Terry – Handcraft Laundry

- ▶ Collect Soiled Linen – 8 floors in hospital
- ▶ Complete regularly scheduled deliveries
- ▶ Answer phones and e-mails for requests for more linen

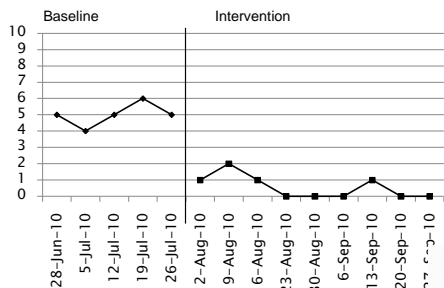
Terry as Employee

- ▶ Not following schedule
- ▶ Returning late from lunch
- ▶ Complaining of working too hard?
 - FBA: Pop in on Terry and find him
 - Terry was doing another person's work
 - Terry did not know who was his supervisor!
 - Teach Terry to recognize his supervisor!

Terry's Employee Intervention

- ▶ Teach who supervisor is
- ▶ Teach who gives directions and who does not
- ▶ Ensure regular schedule
- ▶ Teach supervisors how to correct Terry
- ▶ Teach supervisors how to interact with Terry

Terry's Employment Plan Data



Adam

- ▶ "High Functioning" Autism
 - Requires structured work day
 - Works best with guys
 - A few behavior challenges related to social interaction errors
 - Sensory Issues



Adam: Radiology

- ▶ Duties:
 - Clean & sterilize X-ray cassettes
 - Stock patient areas with linens
 - Travel to Radiology, ER, and Outpatient Units to complete these duties



Adam's FBA

- ▶ Identify and Define Behavior Challenges
 - Touching Others
 - Rubbing Others
- ▶ Interview previous school team
 - He likes to hug and rub shoulders, it's so sweet!



Adam's FBA

- ▶ Observe behavior using ABC recording
 - When in close proximity to preferred female staff
 - When attempting to interact with others and 'at a loss for words'



Adam's FBA

- ▶ Develop Hypothesis
 - When Adam is in close proximity to preferred female staff, Adam will rub their shoulders and offer to rub their feet, in order to gain positive attention and sensory feedback
 - When Adam wants to maintain interaction with others, but has run out of things to say, he will put his hands on his co-workers shoulder in order to maintain contact



Adam's PBS Plan

- ▶ Prevent
 - Work on match between job and Adam's desire for positive interaction
- ▶ Teach
 - Teach Adam to 'be professional'
 - Hands to self
 - No touching or rubbing others
 - Teach communication starters



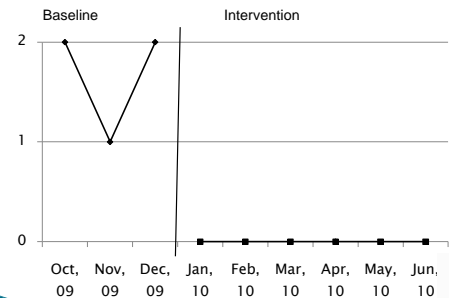
Adam's PBS Plan

- ▶ Respond
 - Teach co-workers and supervisor about Adam's disability
 - Teach co-workers to say "be professional"

Adam: Engineering

- ▶ Team assignments
- ▶ Assist with repairs/maintenance across campus
 - Remove pipes
 - Assemble equipment
- ▶ Identify and change light bulbs
- ▶ Change ceiling tiles
- ▶ Clean air vents

Adam's Data



Adam – Infection Control

- ▶ Clean, restock, and collect 'not needed items' from isolation carts on every floor of the hospital
- ▶ New problem behavior
 - Responding with denial and swearing at patient who accused him of 'staring' at her
 - Boss interaction: "Take the 'high road' with patients"

High Road

- ▶ Adam talked about his bus route and asked where the "High Road" was

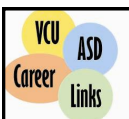


ASD Supports At Work

- ▶ Match – Capitalize on Strengths
- ▶ Communication Supports
 - Direct, Clear, Concise, Written
- ▶ Social Skills Instruction
 - Social Skills Important in that Environment
 - Look out for work place bullies

Supports At Work

- ▶ Environmental Design and Supports
 - Build routine
 - Develop distraction limited work station
 - Provide visual cues and information
- ▶ Behavior Challenges
 - Sort through the details to try to get the person's perspective
 - Prevent the problem
 - Teach new skills
 - Self Management



For more information...

<http://www.vcuautismcenter.org/>

or

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